



The Influence of Transformational Leadership of School Principals, School Culture, and Work Environment on Organizational Citizenship Behavior (OCB) of Early Childhood Teachers in South Arut District, West Kotawaringin Regency

Nor Halimah*, Nurtanio Agus Purwanto

Magister Pendidikan, Program Studi Manajemen Pendidikan, Fakultas Ilmu Pendidikan Universitas Negeri Yogyakarta, 55281, Indonesia

ARTICLE INFO

Article history:

Received: 19 Jan 2026

Revised: 24 Jan 2026

Accepted: 28 Jan 2026

Published online: 05 Feb 2026

Keywords:

Transformational Leadership, School Culture, Work Environment, Organizational Citizenship Behavior (OCB)

* Corresponding author:

E-mail: norhalimah.2023@student.uny.ac.id

Article Doi:

<https://doi.org/10.31258/jes.10.2.p.2635-2652>

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



ABSTRACT

This study aims to determine the effect of transformational leadership, school culture, and work environment on Organizational Citizenship Behavior or OCB of early childhood teachers in South Arut District, West Kotawaringin Regency. This study uses a quantitative approach with an ex post facto design. The research sample consisted of 178 teachers from 64 PAUD units. Data were collected through a standardized questionnaire that had been tested for validity and reliability, and all items were declared to meet the measurement criteria. Classical assumption tests showed that the regression model met the statistical requirements, so that simple and multiple linear regression analyses could be performed to test the partial and simultaneous effects between variables. The results showed that transformational leadership, school culture, and work environment individually had a positive and significant effect on the OCB of PAUD teachers. Transformational leadership was the most dominant factor in encouraging teachers' extra-role behavior. School culture and work environment functioned as a value system and supporting conditions that strengthened and stabilized this behavior. Simultaneously, the three variables explain a significant proportion of the variation in OCB. In conclusion, inspirational leadership, collaborative culture, and a conducive work environment play an important role in continuously improving the professionalism and voluntary behavior of PAUD teachers in local PAUD units.

1. Introduction

Early Childhood Education (PAUD) is a strategic foundation in shaping a superior generation because around 80% of brain development occurs between the ages of

0–6 years. The importance of PAUD is emphasized in Law No. 20 of 2003 concerning the National Education System and Presidential Regulation No. 60 of 2013 concerning Holistic Integrative PAUD, which emphasizes integrated services covering education, health, nutrition, childcare, and child protection. The success of PAUD is highly dependent on the professionalism of teachers, including voluntary work behavior or Organizational Citizenship Behavior (OCB) in supporting the quality of institutional services (Podsakoff et al., 2000). The quality of PAUD is influenced by the transformational leadership of the principal, work culture, and work environment. Transformational leadership has been proven to encourage teachers to work beyond their formal duties through inspiration, motivation, and exemplary behavior (Bass, 1994; Bush, 1995). A positive work culture and a conducive work environment also play an important role in increasing teachers' comfort, motivation, and OCB (Schein, 2010; Colquitt et al., 2018; Maulana et al., 2022). Limited academic supervision, inadequate facilities, and weak collaboration among teachers still hinder the optimal improvement of teacher performance (Nasa, 2025).

In South Arut District, PAUD achievements show progress, but still face challenges, such as low PAUD APS (72.71%), institutional accreditation, and teacher qualifications. These conditions indicate the need for empirical studies on the influence of transformational leadership, work culture, and work environment on PAUD teachers' OCB. This research is expected to form the basis for data-driven PAUD development policies and contribute to the improvement of sustainable PAUD service quality. Several issues were found to have an impact on teacher performance, namely teachers who do not pay attention to student situations. Teachers sometimes arrive late at school, lack awareness of the latest learning systems, and lack technological literacy (Kamalia, 2022). Transformational leadership is a relevant leadership approach in dealing with the dynamics of rapid and complex organizational change because it emphasizes innovation, human resource empowerment, and strengthening a shared vision (Rahman et al., 2024; Destiana, 2023). This concept is rooted in the thinking of Burns and developed by Bass, who defines transformational leadership as the ability of leaders to change the values, attitudes, and motivations of followers to align with the vision and goals of the organization, so that performance can exceed expectations (Bass, 1985; Yukl, 1989).

Bass and Avolio explain that transformational leadership is reflected through four main dimensions, namely idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, which collectively describe a leader's ability to build trust, provide inspiration, encourage innovative thinking, and pay attention to the individual needs of followers (Bass, 1993). With these characteristics, transformational leadership is able to foster commitment, loyalty, and intrinsic motivation in followers to contribute optimally to the progress of the organization (Bush, 1995; Sadler, 2003). The quality of education in public elementary schools is influenced by the effectiveness of leadership, professional guidance for teachers, and teacher competence in managing learning (Sulistyorini, 2025).

In building a national civilization oriented towards the development of citizenship values, strategic and systematic efforts are very important to instill knowledge and awareness of citizenship (Sihaloho, 2025). School culture is a system of values, norms, and habits that develop within the school environment and directly influence the attitudes, behaviors, and performance of school members, especially teachers. A strong and positive school culture can increase teachers' motivation, commitment, job satisfaction, and professionalism, thereby improving performance and learning quality (Sulistyaniningsih et al., 2023; Widiyanto et al., 2023; Bakar et al., 2022). A supportive cultural environment also encourages openness to innovation, work discipline, and active participation of teachers in professional development (Utami, 2021; Sukinah, 2020).

Theoretically, school culture is understood as the result of the interaction between social values and organization, as explained by Durkheim's social theory and Schein's organizational culture model, which includes artifacts, shared values, and basic assumptions (Fathoni et al., 2024; Malik, 2023). An effective school culture is characterized by a clear vision and mission, a positive learning climate, harmonious relationships among school members, and active participation of the school community (Armiyanti et al., 2023; Hasani, 2024; Istianah et al., 2023). School culture is influenced by the leadership of the principal, the involvement of teachers and staff, the participation of students and parents, and government policies. Leadership that supports collaboration and innovation has been shown to strengthen a positive school culture (Ambawani et al., 2024; Supriani, 2023). A conducive school culture not only improves teacher performance and job satisfaction, but also has an impact on academic achievement and character building of students (Asyifah et al., 2024; Azmi et al., 2024).

The work environment is the overall physical and non-physical conditions surrounding individuals that influence their behavior, comfort, and performance in carrying out tasks. A conducive work environment plays a strategic role in increasing motivation, productivity, and collaboration, thereby supporting the achievement of organizational goals, including in educational institutions. A safe, comfortable, and supportive work environment has also been shown to encourage extra-role behavior or Organizational Citizenship Behavior (OCB) because individuals feel valued and psychologically supported (Maulana et al., 2022; Alam, 2025).

In general, the work environment is divided into physical and non-physical environments. The physical work environment includes tangible conditions such as cleanliness, air temperature, lighting, safety, and noise levels that directly affect comfort and work concentration. Meanwhile, the non-physical work environment relates to the quality of social relationships, such as the relationship between leaders and teachers and between colleagues, which plays an important role in creating a harmonious work climate and increasing motivation and job satisfaction (Putra, 2022; Makitsuna, 2024). In the context of education, a conducive work environment not only improves teacher performance and motivation but also creates psychological calmness that supports the optimal performance of professional duties. Therefore, good work environment management is an important factor in

encouraging teacher performance, creativity, and positive behavior in schools (Maria et al., 2021; Kamarudin et al., 2022).

Organizational Citizenship Behavior (OCB) is voluntary behavior that goes beyond formal job requirements and contributes positively to organizational effectiveness. The concept of OCB was initially understood as extra-role behavior, but has evolved into a part of contextual performance that strengthens social and psychological conditions in the work environment (Thiruvankadam, 2019). OCB reflects proactive behavior that is carried out without expecting immediate rewards but has an impact on improving performance, loyalty, and commitment to the organization. The quality of education in public elementary schools is influenced by leadership effectiveness, professional guidance for teachers, and teacher competence in managing learning (Allam, 2025).

The five main dimensions of OCB are altruism (willingness to help coworkers), conscientiousness (performing tasks above and beyond the standard), sportsmanship (being positive about the organization's conditions), courtesy (maintaining harmonious working relationships), and civic virtue (concern for the organization's sustainability). These five dimensions demonstrate the tangible forms of individual voluntary contributions in creating a productive and conducive work climate. OCB is influenced by internal and external factors. Internal factors include job satisfaction, organizational commitment, personality, morals, and work motivation, which encourage individuals to voluntarily exhibit extra-role behavior (Bashaw, 1994). Meanwhile, external factors include leadership style, trust in leaders, and a supportive organizational culture, which significantly strengthen the tendency for OCB to emerge in organizations.

This study aims to determine and describe the influence of the transformational leadership of school principals, school culture, and work environment—both partially and simultaneously—on the Organizational Citizenship Behavior (OCB) of early childhood education teachers in South Arut District. Specifically, this study examines the influence of each variable independently, the combined influence of two variables, and the combined influence of all three variables on the OCB of PAUD teachers.

2. Methodology

This study uses a quantitative descriptive method with an ex post facto approach. A quantitative approach is used because the research variables are measurable and analyzed using objective and systematic statistical techniques (Sugiyono, 2023). The ex post facto approach was chosen because this study examines the relationship and influence between variables based on events that have occurred without any treatment or manipulation from the researcher. This study aims to analyze the influence of the principal's transformational leadership, school culture, and work environment on the Organizational Citizenship Behavior (OCB) of PAUD teachers.

The research was conducted in South Arut District, West Kotawaringin Regency. The selection of the research location was based on the consideration that the area has a large number of PAUD institutions with diverse characteristics, so the data obtained is expected to be representative. In addition, the researcher had adequate access to the research subjects. The research is planned to take place from February 2025 to October 2025, covering the stages of planning, instrument development, data collection, data analysis, and research report preparation.

The population in this study was all PAUD teachers in Arut Selatan Subdistrict, Kotawaringin Barat Regency. Based on data from the Kotawaringin Barat Regency Education and Culture Office, there were 64 PAUD institutions with a total of 321 teachers. This population was chosen because it reflects the real conditions of PAUD implementation in the area. The sample was determined using the Slovin formula () with a 5% margin of error, resulting in a sample size of 178 teachers. The sampling technique used was proportionate stratified random sampling, with each PAUD institution as a stratum unit. Each institution was represented by at least two teachers to ensure representation of the entire population. The inclusion criteria were PAUD teachers who had been actively teaching for at least one year and were willing to be respondents, while the exclusion criteria were teachers who were on leave or not actively teaching at the time of data collection.

This study involved four variables, namely three independent variables and one dependent variable. The independent variables consisted of the principal's transformational leadership (X1), school culture (X2), and work environment (X3), while the dependent variable was the Organizational Citizenship Behavior (OCB) of PAUD teachers (Y). The principal's transformational leadership is defined as teachers' perceptions of the principal's leadership style, which includes ideal influence, inspirational motivation, intellectual stimulation, and individual attention. School culture is understood as teachers' perceptions of the values, norms, and practices that develop in schools, such as collaboration, innovation, and management support. The work environment is defined as teachers' perceptions of comfort, facilities, support, and social relationships in the workplace. Meanwhile, OCB is the voluntary behavior of teachers that goes beyond their main duties, such as helping colleagues, maintaining the school environment, and contributing to a positive work climate.

Data collection was conducted through questionnaires and documentation. Questionnaires were used to measure all research variables, while documentation was used to obtain supporting data such as the number of teachers and the conditions of early childhood education institutions. The research instrument was a closed questionnaire distributed online through Google Forms. The questionnaire was compiled based on previous theories and research results, then developed into indicators and statement items. The measurement scale used was a five-point Likert scale, namely Always (5), Often (4), Sometimes (3), Rarely (2), and Never (1).

Before being used in the main study, the instruments were first tested for validity and reliability through a trial involving 30 PAUD teachers outside the research sample. The validity test was conducted using Pearson Product Moment correlation

with the help of the SPSS program. The instrument was declared valid if the calculated r value was greater than the table r at a significance level of 5% (table $r = 0.361$). The validity test results showed that all statement items in each variable were valid. The reliability test was conducted using Cronbach's Alpha coefficient. The instrument was declared reliable if the Cronbach's Alpha value was > 0.6 . The reliability test results showed that all variables had a Cronbach's Alpha value above 0.6, so the entire instrument was declared reliable and suitable for use.

Data analysis in this study was performed using the SPSS program. The analysis techniques used included descriptive analysis to describe the characteristics of the data and inferential statistics to test the research hypotheses. Before testing the hypotheses, the data were first tested using classical assumption tests, which included tests of normality, linearity, multicollinearity, and heteroscedasticity. Hypothesis testing was performed using simple linear regression analysis and multiple linear regression with a significance level of 5% ($\alpha = 0.05$). Hypotheses are accepted () if the significance value is less than 0.05. Through these stages of analysis, it is hoped that a comprehensive picture of the influence of the transformational leadership of school principals, school culture, and work environment on the OCB of PAUD teachers in South Arut District will be obtained.

3. Result and Discussion

This study aims to analyze the influence of the principal's transformational leadership, school culture, and work environment on the Organizational Citizenship Behavior (OCB) of PAUD teachers in South Arut District. The research data was obtained from 178 PAUD teachers representing all 64 PAUD units in the region, so that the sample comprehensively and evenly reflected the population at the district level. South Arut Subdistrict is one of the subdistricts in West Kotawaringin Regency, Central Kalimantan Province, which is also the regency's administrative center. This area consists of seven urban villages and thirteen villages. The selection of the research location was based on academic and practical considerations, namely the representation of all PAUD units in one administrative area and ease of data access and field coordination. In addition, preliminary observations conducted in May 2025 through interviews with the Head of the Kotawaringin Barat Regency Education and Culture Office provided an empirical basis for refining the instruments, validating PAUD unit data, and aligning the research with regional PAUD development policies. The research focused on testing the relationship between the transformational leadership of school principals, school culture, and work environment with the OCB behavior of PAUD teachers, particularly extra-role behaviors such as altruism, conscientiousness, and civic virtue. This approach was used to identify the contribution of each variable to strengthening positive organizational behavior of teachers in the context of early childhood education.

Respondent Profile Analysis

There were 178 early childhood education teachers who participated in the study, all of whom were female. This is in line with the general characteristics of early

childhood educators, who are socially and culturally dominated by women. In terms of age, the majority of respondents were in the productive age range of 25–44 years, which indicates physical and psychological readiness to carry out professional duties and the ability to adapt to learning innovations. Meanwhile, teachers over the age of 45 contribute experience and stability to educational practices. The research population consisted of all PAUD teachers working in the South Arut District. The research sample consisted of 178 teachers who were selected as representatives from each of the 64 PAUD units in the study area so that each unit was represented in the data collection. The descriptive analysis of the respondent profiles is presented in the following table.

Table 1. Results of Respondent Profile Analysis

Respondent Characteristics	Frequency	Percentage	
Age	20 – 24 Years	25	14,04%
	25 – 34 Years	63	35,39%
	35 – 44 Years	51	28,65%
	45 – 54 Years	28	15,73%
	55+ Years	11	6,18%
Gender	Female	178	100%
	Male	0	0%
Teaching Experience	<1 Years	11	6,18%
	1 – 3 Years	39	21,91%
	4 – 5 Years	23	12,92%
	6 – 10 Years	48	26,97%
	>10 Years	57	32,02%

Based on Table 1, the characteristics of the respondents in this study provide a comprehensive picture of the profile of PAUD teachers in South Arut District. A total of 178 teachers became research respondents representing 64 PAUD units throughout the district, so that these descriptive results reflect the overall condition of PAUD educators. Based on teaching experience, most respondents had more than six years of work experience, indicating that PAUD teachers in Arut Selatan Subdistrict are relatively experienced and have a good understanding of the work culture and dynamics of the school organization. Respondents came from all 64 PAUD units spread evenly throughout the subdistrict, so that no PAUD unit was neglected in the data collection process. This condition confirms that the research sample fully represented the population and supports the validity of the research results.

Descriptive Statistical Analysis of Variables

Descriptive statistical analysis was conducted to describe the data trends for each research variable, including the transformational leadership of school principals, school culture, work environment, and OCB of PAUD teachers. The results of the analysis show that, in general, teachers' perceptions of the principal's transformational leadership are in the moderate to high category. This indicates that the principal has demonstrated exemplary behavior, inspirational motivation, intellectual stimulation, and sufficient individual attention in leading the PAUD institution.

The school culture variable was also in the moderate category with a positive trend. This condition indicates that the values, norms, and work practices in schools have developed quite well, although they still need to be strengthened to reach the high category evenly. The work environment showed a similar pattern, which was in the moderate category, reflecting that the aspects of comfort, facilities, support, and social relationships in schools were running quite well but still had room for improvement. Overall, the descriptive statistics show that the three independent variables are at a relatively good level and have the potential to contribute positively to the formation of Organizational Citizenship Behavior among PAUD teachers. These findings provide a strong basis for continuing inferential analysis to test the influence of each variable on the OCB of PAUD teachers in South Arut District.

Work Environment Description (X3)

Based on the results of the frequency distribution analysis, the majority of respondents had a work environment score in the 64–68 interval with the highest percentage of 22.5%. This shows that, in general, PAUD teachers in South Arut District consider their work environment to be quite conducive. The work environment in question includes physical and non-physical aspects, such as the comfort of the workspace, the availability of facilities, leadership support, and social relationships between teachers. The categorization distribution for variable X3 can be seen in Table 2.

Table 2. Distribution of Categorization on Variable X3

No.	Score Interval	Category	Frequency	Percentage
1	$X < 52$	Low	27	15,2%
2	$52 \leq X < 64$	Medium	93	52,2%
3	$X \geq 64$	High	51	32,6%
Total			178	100%

The results of the score categorization show that most respondents (52.2%) rated the work environment as moderate, while 32.6% rated it as high and only 15.2% rated it as low. These findings indicate that the work environment in PAUD units has supported the implementation of teachers' duties, although efforts are still needed to achieve more optimal conditions across the board.

Description of Organizational Citizenship Behavior (OCB) of Teachers (Y)

The results of the descriptive statistical analysis show that the OCB scores of PAUD teachers are in the moderate to high category. The majority of respondents (22.5%) were in the 63–67 score interval, which indicates a fairly high tendency for OCB behavior. This reflects that PAUD teachers have demonstrated extra-role behaviors, such as helping colleagues, maintaining harmony in the school environment, and actively participating in supporting the progress of the institution. The distribution of categorization on variable Y can be seen in Table 3.

Table 3. Categorization Distribution on Variable Y

No.	Score Interval	Category	Frequency	Percentage
1	$X < 55$	Low	21	11,8%
2	$55 \leq X < 68$	Moderate	92	51,7%
3	$X \geq 68$	High	65	36,5%
Total			178	100%

Based on the categorization results, 51.7% of respondents were in the moderate category and 36.5% in the high category, while only 11.8% were in the low category. These findings indicate that most PAUD teachers have good commitment and loyalty to the school, which is reflected in their OCB behavior in carrying out their professional duties.

Summary of Descriptive Analysis of Variables

Overall, the descriptive analysis results show that the variables of the principal's transformational leadership, school culture, work environment, and Organizational Citizenship Behavior (OCB) of PAUD teachers are in the moderate to high category. This condition indicates that the organizational climate in the Arut Selatan Subdistrict PAUD unit is relatively positive and supports the formation of teachers' OCB behavior. Thus, transformational leadership, good school culture, and a conducive work environment play an important role in encouraging PAUD teachers' extra-role behavior.

Classical Assumption Test

The normality test results show that the residual data are normally distributed, indicated by a significance value greater than 0.05 and a residual distribution pattern that follows the diagonal line on the P-P Plot graph. The Normality Test results can be seen in Table 4.

Table 4. Normality Test Results

One-Sample Kolmogorov-Smirnov Test			Unstandardized Residual
Monte Carlo	Sig.		0,279
Sig. (2-Tailed)	99% Confidence Interval	Lower Bound	0,263
		Upper Bound	0,296

*Data is normally distributed (Sig.>0.05)

The linearity test shows that the relationship between each independent variable and the dependent variable is linear, because the significance value of the deviation from linearity is above 0.05. The multicollinearity test shows that there is no high correlation between independent variables, as indicated by a tolerance value above 0.10 and a VIF value below 10. Furthermore, the results of the heteroscedasticity test show that the residual variance is homogeneous, so that the regression model is

declared to meet all classical assumptions and is suitable for further regression analysis. The results of the heteroscedasticity test can be seen in Figure 1.

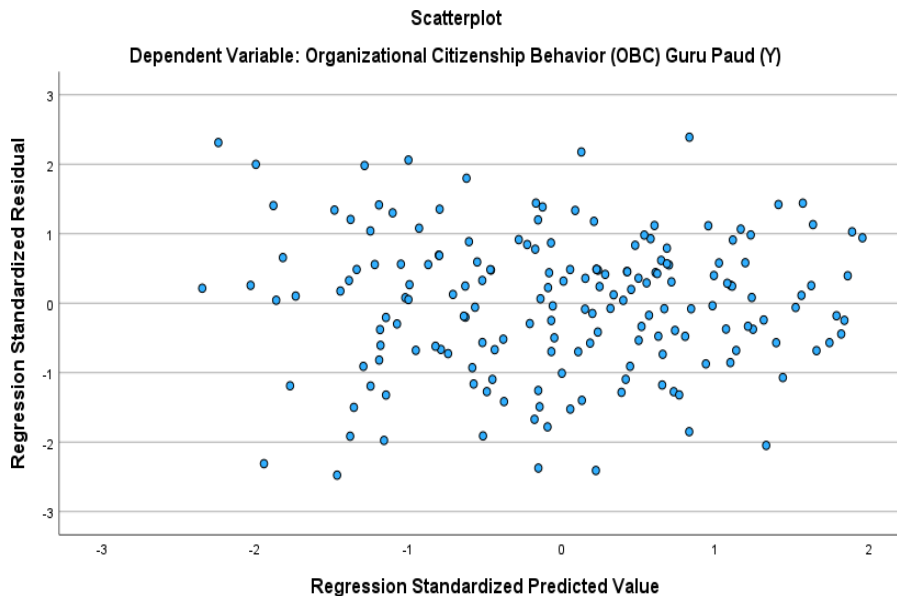


Figure 1. Heteroscedasticity Test Results

The distribution of points on the scatterplot shows a random pattern and is scattered around the zero line, without forming a specific pattern such as a fan or wave. There is no concentration of points in a particular area or patterns that indicate non-homogeneous residual variation. Thus, the results of this graphical observation support Park's test findings that the regression model does not experience heteroscedasticity and meets the classical assumptions required for further regression analysis.

Hypothesis Test Analysis

The results of the simple regression test show that the transformational leadership of the principal has a positive and significant effect on the Organizational Citizenship Behavior (OCB) of early childhood teachers. School culture has also been proven to have a positive and significant effect on teacher OCB, as does the work environment, which shows a positive and significant effect on OCB. This indicates that an increase in each independent variable will be followed by an increase in teachers' extra-role behavior. Furthermore, multiple regression analysis shows that the principal's transformational leadership, school culture, and work environment simultaneously have a significant effect on the Organizational Citizenship Behavior (OCB) of PAUD teachers. Based on the results of calculations using SPSS, the results of multiple regression tests between variables X1 and X2 on Y are as follows:

Table 5. Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.696 ^a	.484		.478

a. Predictors: (Constant), School Culture (X2), Transformational Leadership (Principal (X1))

The R value of 0.696 indicates a strong relationship between X1 & X2 and Y. $R^2 = 0.484$ means that 48.4% of the variation in teacher OCB can be explained jointly by transformational leadership and school culture, while the remaining 51.6% is explained by other factors outside the scope of this study. The simultaneous test (ANOVA) shows a significant model ($F = 82.102$; $p < 0.001$; $df = 2.175$), so H_a is accepted and H_0 is rejected (the model is valid).

Table 6. Coefficients

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	19.515	3.538		5.515	<.001
	Transformational Leadership (School Principal (X1))	.374	.039	.524	9.641	<.001
	School culture (X2)	.325	.038	.466	8.587	<.001

a. Dependent Variable: Organizational Citizenship Behavior (OCB) of Early Childhood Teachers (Y)

Based on the table above, the multiple regression equation is as follows:

$$Y = 19,515 + 0,374 \cdot X1 + 0,325 \cdot X2$$

This equation shows that every 1-unit increase in X1 predicts a 0.374-unit increase in OCB (with X2 constant), and every 1-unit increase in X2 predicts a 0.325-unit increase in OCB (with X1 constant). Both coefficients are positive, indicating a direct relationship. Thus, it can be concluded that a combination of effective leadership, positive school culture, and a conducive work environment are important factors in encouraging OCB behavior among teachers in South Arut District.

Multiple Regression Test Results

The results of the multiple regression analysis show that the transformational leadership of the principal (X1) and school culture (X2) simultaneously have a positive and significant effect on the Organizational Citizenship Behavior (OCB) of early childhood teachers. The R value of 0.696 indicates a strong relationship, with R^2 of 0.484, meaning that 48.4% of the variation in teachers' OCB is explained

by X1 and X2 together, while 51.6% is influenced by other factors. The simultaneous test shows a significant model ($F = 82.102$; $p < 0.001$). Partially, X1 ($\beta = 0.524$; $t = 9.641$; $p < 0.001$) and X2 ($\beta = 0.466$; $t = 8.587$; $p < 0.001$) have a significant effect on OCB, with X1 as the more dominant predictor.

Furthermore, transformational leadership (X1) and work environment (X3) also had a positive and significant effect on teachers' OCB. The R value of 0.657 and R^2 of 0.431 indicate that 43.1% of the variation in OCB is explained by these two variables. The regression model is significant ($F = 66.287$; $p < 0.001$). Partially, X1 ($\beta = 0.469$; $t = 8.161$; $p < 0.001$) and X3 ($\beta = 0.408$; $t = 7.110$; $p < 0.001$) have a significant effect, with X1 being more dominant, as shown in Table 6. Based on the results of calculations using SPSS, the results of the multiple regression test between variables X₁ and X₃ against Y are as follows:

Table 7. Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.657 ^a	.431	.425	5.51250

a. Predictors: (Constant), Work Environment (X3), Transformational Leadership (Principal (X1))

The R value of 0.657 indicates a strong relationship between transformational leadership and work environment with teachers' OCB. The R^2 value of 0.431 means that 43.1% of the variation in teachers' OCB can be explained jointly by transformational leadership and work environment, while the remaining 56.9% is explained by other factors outside this research model. Simultaneous test (ANOVA) shows an F value of 66.287 with Sig. < 0.001 , so it can be concluded that the regression model is significant as a whole, and the two independent variables together have a significant effect on teachers' OCB.

Table 8. Coefficients

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.729	3.673		6.188	<.001
	Transformational Leadership (School Principal (X1))	.335	.041	.469	8.161	<.001
	Work Environment (X3)	.310	.044	.408	7.110	<.001

a. Dependent Variable: Organizational Citizenship Behavior (OCB) of Early Childhood Teachers (Y)

Multiple regression testing between school culture (X2) and work environment (X3) shows a strong relationship with OCB of teachers ($R = 0.633$; $R^2 = 0.401$). This means that 40.1% of the variation in OCB is explained by X2 and X3

simultaneously, and the model is significant ($F = 58.458$; $p < 0.001$). Partially, school culture ($\beta = 0.432$; $t = 7.369$; $p < 0.001$) and work environment ($\beta = 0.437$; $t = 7.456$; $p < 0.001$) have a significant effect, with the work environment being slightly more dominant. Based on the results of calculations using SPSS, the following results were obtained.

Table 9. Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.633 ^a	.401	.394	5.65840

a. Predictors: (Constant), Work Environment (X3), School Culture (X2)

The R value of 0.633 indicates a strong relationship between X₂ and X₃ with Y. R² = 0.401 means that 40.1% of the variation in teacher OCB is explained jointly by school culture and work environment, while the remaining 59.9% is explained by other factors outside the scope of this study. The simultaneous test (ANOVA) shows a significant model ($F = 58.458$; Sig. < 0.001; $df = 2.175$), so the model is suitable for prediction.

Table 10. Coefficients

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	23.371	3.834		6.096	<.001
	School culture (X2)	.301	.041	.432	7.369	<.001
	Work Environment (X3)	.332	.045	.437	7.456	<.001

a. Dependent Variable: Organizational Citizenship Behavior (OCB) of Early Childhood Education Teachers (Y)

In the full regression model, transformational leadership (X1), school culture (X2), and work environment (X3) simultaneously have a positive and significant effect on OCB of PAUD teachers, as shown in Table 10.

Table 11. Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.791 ^a	.626	.620	4.48049

a. Predictors: (Constant), Work Environment (X3), School Culture (X2), Transformational Leadership (Principal (X1))

The R value of 0.791 indicates a strong relationship between the combination of X1, X2, and X3 with Y. R² = 0.626 means that 62.6% of the variation in teacher

OCB is explained collectively by transformational leadership, school culture, and work environment; while the remaining 37.4% is explained by other factors outside this research model. The simultaneous test (ANOVA) shows a significant model ($F = 97.193$; $\text{Sig.} < 0.001$; $df = 3.174$), so the model is suitable for prediction. Based on multiple linear regression calculations using the SPSS program, the results of the hypothesis test are as follows:

Tabel 12. Coefficients

Model	Coefficients ^a		Standardized Coefficients Beta	t	Sig.
	Unstandardized Coefficients B	Std. Error			
1 (Constant)	3.737	3.589		1.041	.299
Leadership Transformational (School Principal (X1))	.342	.033	.479	10.252	<.001
School culture (X2)	.309	.032	.443	9.534	<.001
Work Environment (X3)	.289	.036	.380	8.136	<.001

a. Dependent Variable: Organizational Citizenship Behavior (OCB) of Early Childhood Teachers (Y)

The R value of 0.791 indicates a very strong relationship, with R^2 of 0.626, meaning that 62.6% of the variation in OCB among teachers can be explained by the three variables together, while 37.4% is influenced by other factors. The simultaneous test shows a significant model ($F = 97.193$; $p < 0.001$). Partially, X1 ($\beta = 0.479$; $t = 10.252$; $p < 0.001$), X2 ($\beta = 0.443$; $t = 9.534$; $p < 0.001$), and X3 ($\beta = 0.380$; $t = 8.136$; $p < 0.001$) all have a significant effect, with transformational leadership as the most dominant variable.

Discussion

The results of this study indicate that the transformational leadership of school principals, school culture, and work environment have a positive and significant effect on the Organizational Citizenship Behavior (OCB) of early childhood education teachers, both partially and simultaneously. Transformational leadership is the most dominant factor in encouraging teachers' extra-role behavior, followed by school culture and work environment. The synergy between inspirational leadership, collaborative school culture, and a conducive work environment has been proven to be able to increase teachers' OCB sustainably. These findings confirm that increasing OCB among PAUD teachers in South Arut District requires strengthening these three aspects in an integrated manner in the management of educational units.

4. Conclusion

Based on the analysis results, it can be concluded that the transformational leadership of the principal, school culture, and work environment have a positive and significant effect on the Organizational Citizenship Behavior (OCB) of early childhood teachers in South Arut District, both partially and simultaneously.

Partially, transformational leadership has been proven to encourage teachers' voluntary behavior in supporting learning quality through the example, motivation, and individual attention of the principal. School culture also strengthens teachers' extra-role behavior through the values of togetherness, collaboration, and appreciation that encourage collegial norms in the work environment. A comfortable, safe work environment supported by harmonious social relationships increases teachers' involvement in school activities.

Simultaneously, the combination of transformational leadership and school culture strengthens productive and quality-oriented collective behavior. Transformational leadership combined with a conducive work environment fosters a work atmosphere that encourages teachers' voluntary responsibility. Likewise, school culture and work environment complement each other in shaping teachers' extra-role behavior. Overall, these three variables play complementary roles: leadership as a motivator, school culture as a reinforcer of collective values, and the work environment as a physical and psychological supporter. This synergy forms a work ecosystem that fosters OCB as a sustainable professional habit in PAUD in South Arut District.

References

- Allam, M. N., & Maksum, M. N. R. (2025). The Effectiveness of Competency-Based Learning Evaluation in PAI Subjects at SMA "MAN 2 Boyolali". *Journal of Educational Sciences*, 9(6), 5959-5971. <https://doi.org/10.31258/jes.9.6.p.5959-5971>
- Ambawani, C. S. L., Saputra, I., Kusuma, T. M. M., Sumardjoko, B., & Fathoni, A. (2024). Implementasi Kepemimpinan Transformasional Kepala Sekolah Penggerak di TK. *Journal of Education Research*, 5(4), 4810–4823.
- Armiyanti, Sutrisna, T., Yulianti, L., Lova, N. R., & Komara, E. (2023). Kepemimpinan Transformasional Dalam Meningkatkan Kinerja Layanan Pendidikan. *Jurnal Educatio*, 9(2), 1061–1070. <https://doi.org/10.31949/educatio.v9i2.5104>
- Asyifah, Y. N., Suryaningsih, R., & Nurman, N. (2024). Efektivitas Supervisi Klinis Dalam Meningkatkan Kompetensi Pedagogik Guru di Sekolah Dasar. *QAZI; Journal of Islamic Studies*, 1(2), 24–33.
- Alam, M. F., & Gandung, M. (2025). Pengaruh Beban Kerja Dan Lingkungan Kerja Terhadap Kinerja Karyawan Pt Lestari Mandiri Erajaya Di Apartemen Gading Nias Residence Kelapa Gading Jakarta Utara. *Journal of Research and Publication Innovation*, 3(1), 1204-1214.
- Azmi, B., Fatmasari, R., & Jacobs, H. (2024). Motivasi, Disiplin, Lingkungan Sekolah: Kunci Prestasi Belajar. *Aulad: Journal on Early Childhood*, 7(2), 323–333. <https://doi.org/10.31004/aulad.v7i2.654>
- Bakar, N. A. A., Mansor, K. Z., & Zokarphy, N. Z. Pengaruh Budaya Kerja dalam Organisasi terhadap Kepuasan Kerja Guru di Sekolah-sekolah Menengah Daerah Hulu Perak.
- Bashaw, R. E., & Grant, E. S. (1994). Exploring the distinctive nature of work commitments: Their relationships with personal characteristics, job
-

-
- performance, and propensity to leave. *Journal of Personal Selling & Sales Management*, 14(2), 41-56.
- Bass, B. M., & Avolio, B. J. (Eds.). (1994). *Improving organizational effectiveness through transformational leadership*. sage.
- Bush, T., & Coleman, M. (1995). Professional development for heads: The role of mentoring. *Journal of Educational Administration*, 33(5), 60-73.
- Colquitt, J. A., Zipay, K. P., Lynch, J. W., & Outlaw, R. (2018). Bringing “The Beholder” center stage: On the propensity to perceive overall fairness. *Organizational Behavior and Human Decision Processes*, 148, 159-177.
- Destiana, R. (2023). Kepemimpinan dan pengembangan sumber daya manusia sektor publik. *Dialogue: Jurnal Ilmu Administrasi Publik*, 5(1), 437-460. <https://doi.org/10.14710/dialogue.v5i1.15762>
- Fathoni, T., Wahyuni, F., & Samsudin. (2024). Peran Teori Sosial Émile Durkheim Dalam Pengembangan Pendidikan Agama Islam (Perspektif Solidaritas Sosial Dan Integrasi Masyarakat). *AL MIKRAJ Jurnal Studi Islam Dan Humaniora*, 5(1), 1654–1668.
- Hasani, I., & Kurniawati, H. (2024). Membangun Lingkungan yang Mendukung Pertumbuhan dan Pembelajaran: Studi Kasus Sekolah Ramah Anak di SDIT AR- Rahmaniyyah Depok. *Khatulistiwa: Jurnal Pendidikan Dan Sosial Humaniora*, 4(3), 257–274. <https://doi.org/10.55606/khatulistiwa.v4i3.4007>
- Istianah, A., Maftuh, B., & Malihah, E. (2023). Konsep Sekolah Damai: Harmonisasi Profil Pelajar Pancasila Dalam Implementasi Kurikulum Merdeka Belajar. *Jurnal Education and Development*, 11(3), 333–342. <https://doi.org/10.37081/ed.v11i3.5048>
- Kamalia, K., Natuna, D. A., & Sumarno, S. (2022). The Influence of Principal Leadership and Teacher Work Discipline on Elementary School Teacher Performance. *Journal of Educational Sciences*, 6(3), 444-458. <https://doi.org/10.31258/jes.6.3.p.444-458>
- Kamarudin, Konandi, W., & Hidayati, S. (2022). Analisis Dampak Lingkungan Kerja Dan Budaya Organisasi Terhadap Kepuasan Kerja Serta Implikasinya Pada Kinerja Guru Sd Di Kecamatan Bandar Baru Kabupaten Pidie Jaya. *Jurnal Ekonomi Dan Bisnis*, 11(3), 673–681. <https://doi.org/10.34308/eqjen.v11i03.1163>
- Makitsuna, F., & Nugraha, A. T. (2024). Analisis Pengaruh Iklim Organisasi, Interaksi Psikososial, dan Karakteristik Individu Terhadap Organisasi Kerja dan Konten Pekerjaan. *Perbanas Journal of Islamic Economics and Business*, 4(1), 24. <https://doi.org/10.56174/pjieb.v4i1.214>
- Malik, D. M., & Nurachadijat, K. (2023). Peningkatkan Mutu Pendidikan Melalui Budaya Organisasi Di Sd Muhammad Al-Unaizy Cisaat Sukabumi. *ILMA (Jurnal Ilmu Pendidikan Dan Keagamaan)*, 2(1), 33–57. <https://doi.org/10.58569/ilma.v2i1.635>
- Maria, E., Edison, & Wandry. (2021). Pengaruh Komunikasi Organisasi, Motivasi Kerja, dan Lingkungan Kerja Terhadap Kinerja Karyawan PT. Swalayan Maju Bersama Medan. *Jurnal Ilmu Manajemen Methonomix*, 4(2), 93–102. <https://methonomi.net/index.php/jm/article/view/207/0>
-

-
- Maulana, A., Fadhilah, M., & Kirana, K. C. (2022). Pengaruh kompensasi, kepemimpinan transformasional, dan lingkungan kerja terhadap organizational citizenship behavior (ocb) melalui motivasi kerja sebagai variabel intervening. *Jurnal Manajemen*, 14(1), 65-75.
- Nasa, H., & Lestari, S. (2025). The Role of School Principals' Leadership in Improving Teacher Performance at Proskill Health Vocational School Tualang and YPPI Vocational School Tualang, Siak Regency. *Journal of Educational Sciences*, 9(6), 6547-6558. <https://doi.org/10.31258/jes.9.6.p.6547-6558>
- Podsakoff, P. M., MacKenzie, S. B., Paine, J. B., & Bachrach, D. G. (2000). Organizational citizenship behaviors: A critical review of the theoretical and empirical literature and suggestions for future research. *Journal of management*, 26(3), 513-563.
- Putra, A. D., & Saraswati, A. (2022). Pengaruh Lingkungan Kerja Fisik Terhadap Stres Kerja Pegawai Pada Dinas Pekerjaan Umum Kota Makassar. *Indonesian Journal of Business and Management*, 4(2), 240–249. <https://doi.org/10.35965/jbm.v4i2.1506>
- Rahman, G. A., Cahyani, E., Teratai, N. R. S. P., Nururrohmah, T., Situmorang, S. L., & Haludin, G. (2024). Manajemen Perubahan Dalam Merespons Tantangan Dan Memaksimalkan Peluang Di Era Transformasi Digital. *Bussman Journal: Indonesian Journal of Business and Management*, 4(3), 531-538.
- Sadler, P. (2003). *Leadership*. Kogan Page Publishers.
- Schein, E. H. (2010). *Organizational culture and leadership* (Vol. 2). John Wiley & Sons.
- Sihaloho, L. (2025). The Role of the WALHI NGO in Increasing Public Knowledge and Awareness About Waste Management as a Form of Citizen Participation in Environmental Protection: A Case Study in Pondok Village, Kerinci Regency. *Journal of Educational Sciences*, 9(6), 5814-5832. <https://doi.org/10.31258/jes.9.6.p.5814-5832>
- Sukinah. (2020). Analisis Manajemen Kepemimpinan Kepala Sekolah, Budaya Sekolah, Disiplin Kerja Terhadap Kinerja Guru Bersertifikasi. *MMP Media Manajemen Pendidikan*, 3(1), 23. <https://doi.org/10.30738/mmp.v3i1.3515>
- Sugiyono. (2023). *Metode Penelitian Kualitatif, Kuantitatif, dan R&D* (Second). Alfabeta.
- Sulistyaniningsih, E., Susilawati, S., Heryani, R. D., Tukiran, M., & Surata, S. (2023). Implementasi Kompetensi Kewirausahaan Kepala Sekolah Dalam Menciptakan Budaya Wirausaha. *Research and Development Journal of Education*, 9(2), 1082. <https://doi.org/10.30998/rdje.v9i2.15211>
- Sulistiyorini, E. M., Maryanto, M., & Abdullah, G. (2025). The Influence of Transformational Leadership, Academic Supervision, and Teachers' Pedagogical Competence on the Quality of Education: A Quantitative Study in Public Elementary Schools. *Journal of Educational Sciences*, 9(6), 5946-5958. <https://doi.org/10.31258/jes.9.6.p.5946-5958>
- Supriani, Y., & Arifudin, O. (2023). Partisipasi Orang Tua Dalam Pendidikan Anak Usia Dini. *Jurnal Plamboyan Edu (JPE)*, 1(1), 95–105. <https://doi.org/10.51178/cjerss.v5i3.2019>
-

- Thiruvankadam, T., & Durairaj, I. Y. A. (2019). *Organizational Citizenship Behavior: Its Definitions and Dimensions*. *GE-International Journal of Management Research*, 46 (February).
- Utami, N. L. G. S., & Negara, I. G. A. O. (2021). Kontribusi Budaya Sekolah dan Motivasi Kerja terhadap Kinerja Guru. *Jurnal Pedagogi Dan Pembelajaran*, 4(1), 168–178. <https://doi.org/10.37985/jer.v5i3.1064>
- Widiyanto, I. S., Egar, N., & Rasiman. (2023). Pengaruh Kepemimpinan Kepala Sekolah, Budaya Sekolah Dan Motivasi Kerja Guru Terhadap Kinerja Guru Sekolah Dasar Negeri Se Kecamatan Limbangan Kabupaten Kendal. *Didaktik : Jurnal Ilmiah PGSD STKIP Subang*, 9(2), 1536–1546. <https://doi.org/10.36989/didaktik.v9i2.828>
- Yukl, G. (1989). Managerial leadership: A review of theory and research. *Journal of management*, 15(2), 251-289.

How to cite this article:

Halimah, N., & Purwanto, N. A. (2026). The Influence of Transformational Leadership of School Principals, School Culture, and Work Environment on Organizational Citizenship Behavior (OCB) of Early Childhood Teachers in South Arut District, West Kotawaringin Regency. *Journal of Educational Sciences*, 10(2), 2635-2652.
